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Decision Guide for Initial
Identification of English
Learners

February 2006

Prepared by the
California Department of Education

Facts about the CELDT for 2005–06

Legal Requirements and Purpose

- Federal guidelines for the No Child Left Behind (NCLB) Act of 2001, Title III, require that state educational agencies (SEAs) receiving Title III funds establish English language proficiency standards, identify or develop and implement English language proficiency assessments, and define annual measurable achievement objectives (AMAOs) for monitoring the progress of English learners toward attainment of English proficiency. The CELDT meets these accountability provisions.
- The CELDT, instituted by Assembly Bill 748 (Escutia, Chapter 636/1997), must be administered to all students whose primary language is not English. Senate Bill 638 (Alpert, Chapter 678/1999) expanded and refined accountability provisions. Requirements are specified in *Education Code* sections 313, 60810, and 60812.
- The CELDT has three purposes: (1) to identify new students who are English learners in kindergarten through grade twelve; (2) to determine their level of English language proficiency; and (3) to annually assess their progress in acquiring listening, speaking, reading, and writing skills in English.

CELDT Administration

- School districts must administer the CELDT for initial identification to all enrolling students who have a primary language other than English listed on their Home Language Survey (HLS) and for whom there is no record of English language proficiency assessment results. This must occur within 30 calendar days after students first enroll in a California public school. The initial CELDT is administered throughout the year as new students are enrolled.
- School districts also are required to administer the CELDT annually to identified English learners until they are reclassified as fluent English proficient (RFEP). The testing window for the administration of the annual CELDT is July 1 through October 31. All students take the grade-level test for the span (kindergarten–grade two, grades three–five, grades six–eight, or grades nine–twelve) that reflects their grade placement.

- The CELDT assesses four skill areas: listening, speaking, reading, and writing. Students in kindergarten and grade one only are assessed in listening and speaking. Students in grades two through twelve are assessed in all four skill areas.
- State law (*Education Code* Section 60810) requires that the CELDT be reliable and valid and yield scores that allow comparisons over time and can be aggregated to evaluate program effectiveness. This test also must be capable of administration by classroom teachers and be aligned with the state *English Language Development Standards for California Public Schools* adopted by the State Board of Education (SBE) in July 1999.

Scoring and Reporting

- In May 2001, the SBE approved cut scores for five proficiency levels: beginning, early intermediate, intermediate, early advanced, and advanced. CELDT results show the proficiency level students achieved in each skill area and the overall English language proficiency level.
- School districts must inform parents and guardians of their students' CELDT results within 30 calendar days of receiving this information from the test contractor.
- The Internet posting of the annual CELDT results includes three types of reports (annual assessments, initial identification assessments, and combined assessments) at four levels (state, county, school district, and school). The data include student counts by overall proficiency level by grade as well as the mean scale score for each of the skill areas by grade. Summary data are not provided for groups of three or less.

More Information about the CELDT

For additional information about the CELDT, visit the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/tg/el> or contact the CELDT office in the Standards and Assessment Division of the CDE at (916) 445-8420 (phone), (916) 319-0968 (fax), or CELDT@cde.ca.gov (e-mail)

Reporting/Public Release Dates for 2005–06 CELDT Results*

July 1, 2005

2005–06 CELDT testing window for initial identification and the testing window for the fifth annual assessment of the CELDT administration began.

October 31, 2005

Testing window for the fifth annual assessment of the CELDT administration ended.

Within 30 calendar days after receipt by school districts

Individual CELDT test results (initial and annual) reported to parents and guardians.

February 2006

Reporting 2005–06 Summary Results: Information Guide for County Offices of Education, School Districts, and Schools distributed via e-mail to school districts and county offices of education and posted on the CDE Web site at <http://celdt.cde.ca.gov>.

Reporting 2005–06 CELDT Results: Media Briefing posted on the CDE Web site at <http://celdt.cde.ca.gov> for media use.

2005–06 annual CELDT assessment results posted for schools, school districts, counties, and the state on the CDE Web site at <http://celdt.cde.ca.gov> for public release (February 15, 2006).

State media release of annual 2005–06 CELDT results distributed to media, school districts, county offices of education, and posted on the CDE Web site at <http://www.celdt.cde.ca.gov> (February 15, 2006).

Data Review Module correction of test results for tests administered July 1,–October 31, 2005, provided January 30–March 3, 2006.

* This timeline only includes reporting and public release dates for results of the administration of CELDT Form E.

May 2006

Corrected annual CELDT assessment results posted for schools, school districts, and the state on the CDE Web site at <http://celdt.cde.ca.gov>.

November 2006

2005–06 initial identification CELDT assessment results for schools, school districts, counties, and the state posted on the CDE Web site at <http://www.celdt.cde.ca.gov> for public release.

Reporting and Using CELDT Results

CELDT results for individual students show the level of English language proficiency a student has attained, not academic performance. There are five levels of proficiency: beginning, early intermediate, intermediate, early advanced, and advanced. Each CELDT report provides a scale score and a proficiency level for each skill area tested (listening, speaking, reading, and writing) and the student's overall English language proficiency level.

Determining Proficiency Levels for Skill Areas

Students earn a raw score for each skill assessed. The raw scores are converted to scale scores. In 2001, the State Board of Education (SBE) established cut points for the scale scores that identify the proficiency level attained.

Note: A scale score converts a raw score (number correct) into a specified numerical range. Unlike raw scores, scale scores permit the direct comparison of test results from one administration to another.

Determining Overall Proficiency

Students are assigned a proficiency level for each skill area tested. The overall scale score is calculated by weighting the skill area scale scores as follows: 50 percent listening and speaking, 25 percent reading, and 25 percent writing. Since students in kindergarten and grade one are assessed only in listening and speaking, no weighting is necessary. The charts on page II-6 shows the scale score range for identifying a student's proficiency level for skill area tested and overall English language proficiency level.

Initial/Annual Scale Score Cut Points

CELDT Listening and Speaking Proficiency Levels

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Kindergarten	220 – 409	410 – 457	458 – 505	506 – 553	554 – 710
Grade One	220 – 423	424 – 470	471 – 516	517 – 563	564 – 710
Grade Two	220 – 453	454 – 494	495 – 535	536 – 576	577 – 710
Grades Three–Five	220 – 437	438 – 481	482 – 525	526 – 568	569 – 710
Grades Six–Eight	220 – 437	438 – 481	482 – 525	526 – 568	569 – 710
Grades Nine–Twelve	220 – 437	438 – 481	482 – 525	526 – 568	569 – 710

CELDT Reading Proficiency Levels

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Grade Two	340 – 437	438 – 474	475 – 510	511 – 547	548 – 630
Grades Three–Five	340 – 465	466 – 498	499 – 532	533 – 565	566 – 640
Grades Six–Eight	340 – 465	466 – 498	499 – 532	533 – 565	566 – 650
Grades Nine–Twelve	340 – 465	466 – 498	499 – 532	533 – 565	566 – 650

CELDT Writing Proficiency Levels

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Grade Two	280 – 423	424 – 468	469 – 513	514 – 558	559 – 640
Grades Three–Five	280 – 444	445 – 487	488 – 529	530 – 572	573 – 690
Grades Six–Eight	280 – 444	445 – 487	488 – 529	530 – 572	573 – 700
Grades Nine–Twelve	280 – 444	445 – 487	488 – 529	530 – 572	573 – 700

CELDT Overall English Proficiency Levels

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Kindergarten	220 – 409	410 – 457	458 – 505	506 – 553	554 – 710
Grade One	220 – 423	424 – 470	471 – 516	517 – 563	564 – 710
Grade Two	265 – 442	443 – 482	483 – 523	524 – 564	565 – 673
Grades Three–Five	265 – 446	447 – 487	488 – 528	529 – 568	569 – 688
Grades Six–Eight	265 – 446	447 – 487	488 – 528	529 – 568	569 – 693
Grades Nine–Twelve	265 – 446	447 – 487	488 – 528	529 – 568	569 – 693

Proficiency Level Descriptions:

Advanced — Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.

Early Advanced — Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas.

Intermediate — Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.

Early Intermediate — Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.

Beginning — Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.

Using CELDT Results for Initial Identification and Reclassification

Education Code Section 60810 requires school districts to use individual CELDT results as the primary indicator for the initial identification of English learners.

School districts are to use annual CELDT results as one of four criteria for considering the reclassification of English learners to fluent English proficient. Additional criteria include performance in basic skills, teacher evaluation, and parent opinion and consultation. Guidelines for the reclassification of English learners, approved by the State Board of Education, are provided in Section IV.

Criteria for Determining English Proficiency*

Fluent English Proficient (FEP)	<p>Student's overall score is early advanced or higher and each skill area score</p> <ul style="list-style-type: none"> • Listening and speaking (kindergarten through grade twelve) • Reading (grades two through twelve only) • Writing (grades two through twelve only) <p>is intermediate or higher.</p> <p>Additionally, a student <u>may</u> be FEP if:</p> <p>Student's overall score is in the upper end of intermediate and</p> <ul style="list-style-type: none"> • Other test scores • Report card grades • Input from parents/teachers <p>are taken into consideration</p>
English Learner (EL)	<p>Student's overall score is below early advanced or Student's overall score is early advanced or higher, but one or more of the skill area scores is below intermediate.</p>

* The criteria for determining English proficiency were approved by the State Board of Education in May 2001.

Decision Guide for Initial Identification of English Learners

(complete within 30 calendar days of enrollment)

